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EXTENT OF UNIVERSAL BASIC EDUCATION BAORD'S DISSEMINATION OF CURRICULAR AND INSTRUCTIONAL MATERIALS FOR THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION PROGRAMME IN IMO STATE

Prof. Ada Sam Omenyi; Prof. Isaac N. Nwankwo & Ucheoma, Patricia Chinwendu

Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka, Anambra State
in.nwankwo@unizik.edu.ng; doctorisaacnwankwo@gmaail.com

ABSTRACT

The study investigated the extent of universal basic education board's dissemination of curricular and instructional materials for management of universal basic education programme in Imo state. One research question and one null hypothesis guided the study. The descriptive survey research design was used. The study population was made up of 304 staff of IMSUBEB. A questionnaire titled 'State Universal Basic Education Board's Dissemination of Curricular and Instructional Materials for Universal Basic Education' validated by three experts, was used for data collection. The instrument has a reliability of 0.88 established using Cronbach Alpha method. The research questions were answered using frequency count, and weighted response average while z-test was used to test the hypotheses. The findings of the study revealed among others that: Universal Basic Education Board performs to a high extent, the function of disseminating curricula and instructional materials for Basic Education programme. There was also a significant difference in the mean ratings of board members and head-teachers on the extent dissemination of curricula and instructional materials for Basic Education programme. It was therefore recommended that Policymakers should ensure that strategies for curriculum and material dissemination are not only well-planned but also adaptable to the real-world conditions experienced by schools. Also, the UBE Board should address these challenges by improving the timeliness and adequacy of resource distribution and providing additional support and training to schools by incorporating stakeholder feedback into the planning and implementation processes to ensure that dissemination practices are relevant and effective is inevitable.

Keywords: Basic, Universal, Education, Curricula, Materials

Introduction

The Universal Basic Education Commission (UBEC) functions as the federal branch responsible for implementing the UBE, acts as an intervention to organise and supervise agencies in order to gradually enhance the ability of states, local government agencies, and communities to offer unrestricted access to excellent basic education in Nigeria. In Nigeria, the administration and management of basic education is primarily the responsibility of Local Education Authorities (LGEAs), which are overseen by State Universal Basic Education Boards (SUBEBs) at the

state level and the UBEC at the federal level.

Management involves the systematic control and organisation of resources, while administration is a specific component of this process. Uga and Fanan (2019) argue that, management involves the effective use of both physical and human resources through collaborative efforts, achieved by carrying out the tasks of planning, organising, staffing, directing, and controlling. In order to maintain efficient management and administration of the Universal Basic Education (UBE) programme in Nigeria, it is necessary to arrange seminars and workshops to raise awareness among administrators, teachers, parents, and communities about the importance of the UBE initiative. Nevertheless, it was imperative for the pertinent stakeholders in education to take action in order to enhance the management and administration of UBE, with a specific focus on empowering teachers comprehensively (Viennet and Pont, 2017). Thus, the Federal Government through the UBE commission set up SUBEB and tasked the board with functions that are intended to reduce the problems facing the UBE programme.

The other board functions which explicitly delineate their involvement in the management of the UBE programme, according to the Imo state Universal Basic Education law, 2005 include but are not limited to: prescription of the minimum standards for Basic Education throughout Imo state in line with National Policy on Education; Collation and preparation of periodic master plans for a balanced and co-ordinated development of basic education in Imo state (proposal to commission for equal and adequate UPE opportunities, provision of adequate basic education facilities in the state, and ensuring that the Basic National Curricula and Syllabi are in use at development centres, primary and junior secondary schools within the state); development and dissemination of curricula and instructional materials for Basic Education in Imo state; establishment of a basic education data bank and conduction of research on Basic Education in the state; and provision of subvention to private schools in Imo state when necessary.

The need to assess the extent to which IMSUBEB performs her board functions is also prompted by the findings presented by earlier studies. Igabari (2016) conducted an evaluation of the implementation of Universal Basic Education in Edo and Delta states, Nigeria and the findings indicated that the extent of implementation of the UBE programme is low in both states. Additionally, they reported that there are disparities between Delta and Edo states in terms of human and material resources, UBE curriculum implementation, teacher quality, and teachers' motivation.

A study conducted by Affiong (2019) examined the implementation of strategic capacity building and its impact on teachers' job satisfaction in Akwa Ibom state, Nigeria and revealed that while there is a significant relationship between strategic capacity building and teachers' job satisfaction, the actual implementation has been inadequate. Ogunniran, Isuku, and Hou (2019) carried out a comprehensive evaluation of the Universal

Basic Education policy in Oyo state on the supply of school facilities; their findings indicated that while there are certain school facilities available for the implementation of the Universal Basic Education programme, but they are insufficient in meeting the required standards. The stagnation in the Nigerian educational system in recent years has hindered the country's capacity to achieve the 2015 target outlined in the UBE programme. The existing exclusion of a significant majority of young individuals from the system is a noteworthy indication that the UBE programme is a waste of national resources and poses an impending danger to the stability of the country's already unpredictable political environment. The assessments from other international bodies also indicate issues with the implementation and management strategy of UBE.

These various circumstances arising from changes in political regimes and funding of the Board as well as the challenges of managing the UBE programme necessitates the need to assess whether the Board still performs her functions as stipulated in the Imo state universal Basic Education law, 2005. Thus, the need arises, for the assessment of the performance of the Universal Basic Education Board functions in the management of UBE programme in Imo State.

Purpose of the Study

The purpose of the study was to investigate extent of universal basic education board's dissemination of curricular and instructional materials for management of universal basic education programme in Imo state. Specifically, the study:

1. Find out the extent Universal Basic Education board disseminates curricula and instructional materials for Basic Education in Imo state.
2. Examined the difference in the mean ratings of Universal Basic Education Board members and head-teachers on the extent dissemination curricula and instructional materials for Basic Education programme in Imo state.

Research Questions

The following research question guided the study:

1. What is the extent Universal Basic Education board disseminates curricula and instructional materials for Basic Education programme in Imo state?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of Universal Basic Education Board members and head-teachers on the extent dissemination curricula and instructional materials for Basic Education programme in Imo state.

Research Method

The study adopted a descriptive survey research design. McCombes (2019) defined descriptive survey design as a research strategy that seeks to provide precise and systematic descriptions of a population, situation, or phenomena by addressing what, when, where, and how

questions, but not why ones. Descriptive research designs are useful survey methods for researchers to find features in their target or specific demography. The study adopted the design because it is suitable for assessing the performance of Universal Basic Education Board in the management of Universal Basic Education Programme in Imo state. The study was conducted in Imo state, Nigeria. The name is derived from the Imo River that runs along the state's eastern boundary. Owerri is the state capital and the state is known as the "Eastern Heartland." Imo is the third smallest state in terms of size out of the 36 states. The choice of Imo state was because there are many Universal basic education reforms in the state as well as challenges facing the UBE programme. Therefore, the findings of the study could be a good resources for future policy recommendations. The population of this study was made up of 187 head-teachers and 117 board members. The sample size for the study was 304 which is the entire population.

The instrument for the study was a questionnaire titled 'State Universal Basic Education Board's Dissemination of Curricular and Instructional Materials for Universal Basic Education'. The instrument was designed on a four point scale with response options namely: Very high Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent. The questionnaire was validated by three experts from Department of Educational Foundations (education management and policy unit and measurement and evaluation unit), all from Nnamdi Azikiwe University Awka. The reliability of the instrument was established using Cronbach Alpha method which yielded coefficient of internal consistency of 0.88. The instrument was administered on a one to one basis and only the 275 completely filled copies of the instrument was used for data analysis. Percentage and frequency count, and weighted response average was used to answer the research questions. The hypotheses were tested using z-test. All the hypotheses were tested at .05 alpha level.

Presentation of Results

Research Question 1: What is the extent Universal Basic Education board disseminates curricula and instructional materials for Basic Education programme in Imo state?

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Table 1: Extent of Dissemination Curricula and Instructional Materials for Basic Education Programme

S/N	Board Functions	Board Members		Head-Teachers		TOTAL		Decision
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	
1	Prepare education plans to integrated into overall service delivery plans which addresses local needs and priorities for instructional materials	3.27	.973	2.15	1.096	2.82	1.159	High Extent
2	Implement education plans to integrated into overall service delivery plans which addresses local needs and priorities for instructional materials	3.36	.934	2.06	1.065	2.84	1.172	High Extent
3	Ensure access and quality in education through training and provision of facilities	3.39	.900	2.01	1.041	2.84	1.172	High Extent
4	Provide good physical facilities on an incremental basis to ensure availability and in sufficiency in quantity and reasonable quality	3.30	.981	2.15	1.096	2.84	1.172	High Extent
5	Ensure sufficiency in quantity of physical facilities in reasonable quality	3.56	.849	2.12	1.086	2.99	1.182	High Extent
6	Ensure the improvement in the supply of the teaching and learning material	3.37	.917	2.07	1.086	2.86	1.174	High Extent
7	Improve the teaching and learning environment through the provision of essential school facilities such as classrooms, staff houses, play grounds, libraries, teachers officers, and desks	3.32	.846	2.05	1.100	2.81	1.139	High Extent
8	Receive grants for the building of more classroom facilities	2.97	1.167	1.77	1.015	2.49	1.254	Low Extent
9	Receive support from the state government and foreign aid for the establishment of new schools and the necessary furniture and facilities	3.27	1.010	1.93	.997	2.73	1.199	High Extent
10	Renovate school facilities to meet advancements in modern standards	3.51	.913	1.89	.966	2.87	1.223	High Extent
Grand Mean		3.33	.15	2.02	.12	**2.81**		**High Extent**

Table 1 shows that, with a grand mean of 3.33, board members agree that the Universal Basic Education board performs the functions relating to dissemination of curricula and instructional materials for Basic Education programme to a high extent. Head-teachers with a grand mean of 2.02 on the other hand agree that the Universal Basic Education board performs the functions relating to dissemination of curricula and instructional materials for Basic Education programme to a low

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extent. The grand mean of 2.81 which falls within the range of values of 2.50 to 3.49 implies that the extent to which the Universal Basic Education board disseminates curricula and instructional materials for Basic Education programme is high.

Hypothesis 1: There is no significant difference in the mean ratings of Universal Basic Education Board members and head-teachers on the extent dissemination of curricula and instructional materials for Basic Education programme in Imo state.

Table 2: Z-test Test of Significance of Difference in the Mean Ratings of Universal Basic Education Board Members and Head-Teachers on the Extent Dissemination of Curricula and Instructional Materials for Basic Education Programme

Group	N	Mean	SD	Df	T	P-value	Decision
Board Members	109	3.33	0.15	273	80.09	0.0001	Sig.
Head-Teachers	166	2.02	0.12				

Table 2 shows that there is a significant difference in the mean ratings of Universal Basic Education Board members and head-teachers on the extent dissemination curricula and instructional materials for Basic Education programme, t (273) = 80.09, P < 0.05. The null hypothesis was therefore rejected meaning that that there is a significant difference in the mean ratings of Universal Basic Education Board members and head-teachers on the extent dissemination of curricula and instructional materials for Basic Education programme.

Discussion

The findings of the study showed that the Universal Basic Education Board performs to a high extent, the function of disseminating curricula and instructional materials for Basic Education programme. The high extent to which the UBE Board performs the function of disseminating curricula and instructional materials is likely due to a combination of structured distribution systems, established protocols, effective coordination, regular updates, monitoring mechanisms, adequate resources, collaborations, professional development, technological support, and a commitment to educational improvement. These factors collectively contribute to the Board's success in ensuring that schools receive the necessary resources for the effective implementation of the Basic Education Programme. The UBE Board likely employs a well-organized distribution system for curricula and instructional materials, ensuring that resources reach schools efficiently. A structured distribution system minimizes delays and ensures that all schools receive the necessary materials in a timely manner, contributing to the high performance in dissemination.

The Board may have also established clear protocols and procedures for the dissemination process, including guidelines for the preparation, distribution, and monitoring of curricula and materials. These well-defined protocols help streamline the dissemination process,

ensuring consistency and effectiveness in delivering educational resources. The Board likely maintains strong coordination with educational institutions, including schools and teachers, to facilitate the effective dissemination of curricula and materials. Effective coordination ensures that educational institutions are informed about new curricula and instructional materials, and are prepared to integrate them into their teaching practices. Also, a strong commitment to improving educational standards and outcomes may have also driven the UBE Board's efforts in effective dissemination of curricula and instructional materials. This kind of commitment ensures that the Board prioritizes the quality and effectiveness of its dissemination efforts, leading to high performance in providing educational resources. The findings of the study contradicts the findings of Igabari (2016) that the extent of implementation of the UBE programme is low in both states, and that there are disparities between Delta and Edo States in the level of human and material resources, UBE curriculum implementation, teacher quality and teachers' motivation.

The findings of the study further revealed that Board members agree that universal Basic Education board performs the functions relating to dissemination of curricula and instructional materials for Basic Education programme to a high extent whereas the Head-teachers differ significantly in their view stating that the board performs this function to a low extent. The significant differences in views between board members and head-teachers regarding the UBE Board's performance in disseminating curricula and instructional materials can be attributed to difference in perspective and roles. Board members and head-teachers have different roles and perspectives regarding the dissemination process. Board members are often involved in strategic planning and policy-making, while head-teachers are directly involved in implementing these policies at the school level. Board members might view the dissemination process from a broader, strategic perspective, focusing on overall system efficiency and policy adherence. In contrast, head-teachers might assess it based on practical challenges and day-to-day experiences with receiving and using the materials. Head-teachers may have first-hand experience with the challenges and inefficiencies in receiving and utilizing curricula and instructional materials, whereas board members might be less aware of these practical issues. Differences in exposure to the actual conditions of dissemination can lead to varying assessments of the Board's performance of this function.

Again, head-teachers may face specific challenges in the implementation of curricula and instructional materials that are not fully apparent to board members. These challenges could include delays, insufficient materials, or inadequate training. Such challenges can affect head-teachers' perceptions of the effectiveness of dissemination, while board members may have a more favorable view based on strategic planning and overall policy. Board members might also perceive resource allocation for curricula and instructional materials as adequate based

on budget and planning, whereas head-teachers might experience shortages or inconsistencies in material availability. Discrepancies in perceptions of resource adequacy can lead to differing views on the effectiveness of the dissemination process. Head-teachers might assess the quality and relevance of the curricula and instructional materials based on their practical application and effectiveness in the classroom, whereas board members may focus on the alignment with national standards and policy goals. Differences in evaluating the quality and relevance of materials can result in differing opinions on the Board's performance of this function. The findings of the study in relation to the head-teachers agree with the findings of Raji (2023) that poor planning, inadequate funding, inadequate teacher empowerment, and poor school plant management and administration was the common challenges of the UBE programme.

Conclusion

It can be concluded from the findings of the study that the UBE Board is performing her function effectively in the dissemination of curricula and instructional materials. The structured distribution systems, established protocols, and regular updates contribute to a high level of performance in this function. The Board's efforts are aligned with national policies and educational standards, ensuring that schools receive the necessary resources to support the Basic Education Programme. The notable differences in perceptions between board members and head-teachers regarding the effectiveness of dissemination is concluded to be because Board members often view the process from a strategic and policy-oriented perspective, focusing on overall system efficiency and adherence to guidelines. In contrast, head-teachers experience the practical challenges of implementation, which can influence their views on the effectiveness of the dissemination process.

Recommendations

The following recommendations are made based on the findings of the study:

1. Policymakers should ensure that strategies for curriculum and material dissemination are not only well-planned but also adaptable to the real-world conditions experienced by schools.
2. The UBE Board should address these challenges by improving the timeliness and adequacy of resource distribution and providing additional support and training to schools.
3. The Board should incorporate stakeholder feedback into the planning and implementation processes to ensure that dissemination practices are relevant and effective is inevitable.

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